

# School Equality Scheme

September 2020 - 2023



**Yorke Mead Primary School**

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# 1: Vision and Values

Our equality vision and the values that underpin school life

## *Our School Vision Statement*

*BRINGING LEARNING to LIFE*

*We are a school dedicated to creating an environment where children are able to grow into happy, well-rounded individuals with a love of learning through which they can achieve to the best of their abilities.*

*We want our pupils to enter the wider world as*

- o Happy, positive individuals*
- o Responsible citizens who make a positive contribution*
- o Confident, resilient, healthy & life-long learners.*

### **Values**

At Yorke Mead children learn and thrive through an enjoyable and exciting curriculum to achieve success together.

At the heart of our school are our 6 core values that underpin everything we strive to achieve together:

**D** determination  
**A** ambition  
**R** resilience  
**E** enjoyment

**T** trust  
**O** openness

<b>DETERMINATION</b>	
<i>This means simply not giving up. No matter how hard things get, or how badly you want to give up, you just don't stop!</i>	
<b>AMBITION</b>	<b>RESILIENCE</b>
<i>The strong wish and motivation to achieve something; wanting to achieve.</i>	<i>The ability to recover quickly from an upset or change...to be able to spring back and stay well.</i>
<b>ENJOYMENT</b>	
<i>Enjoyment involves taking pleasure in doing something. If we can enjoy things we will take more from them.</i>	
<b>OPENNESS</b>	<b>TRUST</b>
<i>This involves having an accommodating attitude; being willing to try new things and a willingness to be honest about your actions and opinions.</i>	<i>The confidence in the honesty and integrity of those around us whom we know well. This includes behaving in a way that enables others to have trust in us.</i>

In fulfilling our legal obligations we are guided by the following principles:

- We acknowledge and welcome diversity amongst pupils, staff, parents or carers and visitors.
- We aim to create an environment where everyone feels welcomed.
- We do not discriminate against anyone, staff or pupils, on the grounds of their sex, race, age, colour, religion or belief, nationality, ethnic, national origins, disability, physical or mental abilities, sexual orientation, gender reassignment, pregnancy or maternity.
- We promote and actively encourage the principles of fairness and justice for all through the education that is provided in our School, and seek to reduce and remove inequalities and barriers that may already exist.
- We ensure that all students have equal access to the full range of educational opportunities provided by the School.
- We are opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities. We seek to encourage our community to understand the difference between being non-racist and being anti-racist.
- We respect the religious beliefs and practices of all staff, pupils, parents and carers and comply with all reasonable requests relating to religious observance and practice.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provides opportunities for everyone to fulfil their potential.

We will make reasonable adjustments, when required to, in order to:

- increase access to the curriculum;
- improve access to the School building; and
- improve the delivery of information

## 2: School Context

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### The characteristics of our school

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Yorke Mead School is in the village of Croxley Green, close to Watford and Rickmansworth. The children come from a range of socio economic and cultural backgrounds. Croxley Green has a mixture of private and social housing. The number of pupils entitled to pupil premium support is around 10%. The school deprivation indicator (0.08) is below the national average. Around 33% of children come from a range of minority ethnic backgrounds with any other mixed background the largest group. 16 % of children speak English as an additional language. 14% of children are on the SEN register. The numbers of boys and girls is almost equal.

Yorke Mead is an inclusive school and is recognised in the locality as such. This means we have a much larger than expected number of children supported by an education health care plan (EHCP). A particular strength of the school is in the understanding of the issues faced by adopted children; consequently the school has a high proportion of post looked after children (LAC). As we enter the 2020-21 academic year Yorke Mead supports 11 post LAC children.

# 3: Legal Background

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The duties that underpin our scheme

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Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

## Our General Duty under the Equality Act 2010

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **eliminate discrimination**, harassment, victimisation or any other conduct prohibited under the Equality Act
- **advance equality of opportunity** between both people who share a characteristic and persons who do not share it
- **foster good relations** between both people who share a characteristic and persons who do not share it

## The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The specific duties require schools to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

## Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for the schools provisions are:

- age (staff only)
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation
- marriage and civil partnership (staff only)

## Disability

At Yorke Mead School we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils

## Gender equality

The general duty to promote gender equality means that the School must show due regard to:

- promoting equality of opportunity between girls and boys and men and women
- eliminating unlawful discrimination and harassment

The duty also includes the need to consider actions to address the causes of any gender pay gap. This has been achieved through unified conditions and pay for school teachers.

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to those people who do not feel comfortable with their birth gender. Much of the work around this is covered in the school Relationship Education, Sex and Relationships and Health Education policy. We respect the confidentiality of those who are exploring their gender identity and seeking gender reassignment and will provide a supportive

environment within the school community. Policies are written to be as gender neutral as possible e.g. uniform policy and we will ensure appropriate support and adaptations are made as necessary.

### **Community cohesion**

We recognise our responsibility to promote community cohesion and to develop good relations across different cultures, ethnic, religious and non-religious and socio-economic groups. Community Cohesion supports good practice in educating pupils/ students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum

### **Dealing with protected characteristic incidents**

Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all, combating ignorance which can lead to prejudice and stereotyping. We challenge all stereotyping and prejudice when it occurs. – be this racism, sexism, homophobic comments or comments linked to disability, religious beliefs or background. We recognise that not all incidents are intentionally upsetting, and can be the result of lack of understanding or repeating things heard. However, a lack of intention does not stop the impact of the comment on an individual or group of individuals, and at Yorke Mead we understand that we must challenge views in order to bring about positive change.

By recording all incidents, we are not labelling children as racist, sexist etc. The records are held centrally and we are able to closely monitor any patterns or trends that may be emerging, take preventative action, provide further educational responses and measure the impact of our work.

All incidents involving a protected characteristic are directly reported to the senior leadership team in a written format and this report is logged by the senior leaders. An investigation is held, and if there is a proved outcome, this will be directly reported on the school CPOMS system under the appropriate category. Where there is no proven outcome the report will be logged as a concern on the system to support the monitoring of any issues. Parents of all involved will be informed so that we can work together to address any issues.

Reports are made to the Governing body, as well as discussed at the Senior leadership Team level in order to plan the appropriate action required.

Following any incident we would respond in line with our behaviour and anti-bullying policies ensuring the perpetrator reflects on their actions, and makes things right with the victim. The victim may also need additional support to manage their feelings as a result of the incident. The perpetrator may need additional support to ensure they fully understand the impact of their actions, and why these are not appropriate.

All members of the school must ensure that pupils do not receive less favourable treatment because of a protected characteristic and to do this, the School has a duty to make reasonable adjustments.

In completing our work, as outlined in our equality scheme and action plan, we hope to support the development of children who feel secure and valued in the world and who share a mutual respect and understanding of their peers and members of their community and the wider world.

Our work can be divided into the following strands:

1. Teaching, learning and the curriculum – with emphasis across the curriculum on the 'promotion of common values and valuing diversity', promotion and awareness of the rights of all people and the responsibility to uphold and defend them through responsible actions.
2. Equity and excellence – equality for all to succeed and high expectations of all groups, with the clear purpose of removing barriers to access and eliminating variations in outcomes for different groups.
3. Engagement and extended services – enabling the means for children and families to interact with people from different backgrounds and to build positive relations and links with different communities – locally and more widely.

At Yorke Mead we understand that we are educating children who will live and work in a country which is diverse in terms of culture, religions or beliefs, ethnicities and social backgrounds. We recognise this as a positive and valued experience and understand that we it is our duty to eliminate unlawful discrimination and to promote equality of opportunity and good relations between people of different groups.

#### 4: Roles and Responsibility and Publish Information

##### **Commitment to implementation:Commitment to action:Chain of accountability**

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

##### **Commitment to implementation**

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. Every 12 months, managers and key staff will report to the Headteacher on actions and progress. Every 12 months there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

<b>Responsibility for</b>	<b>Key person</b>
Single equality scheme (including bullying incidents)	Lucille Pollard, head teacher
Disability equality (including bullying incidents)	Francesca Elliott, SENDCo
SEN/LDD (including bullying incidents)	Francesca Elliott, SENDCo
Children Looked After/ Previously looked after	Wendy Seabrook, Deputy Head
Pupil Premium/ Free School Meals (including bullying incidents)	Hannah Carter, Assistant Head
Accessibility	Chairs of governors, resources com.
Gender equality (including bullying incidents)	Wendy Seabrook, deputy head teacher
Race equality (including racist incidents)	Jamini Arora , Assistant head teacher and all SLT for any racist incidents
Mental Health and Wellbeing	Lucille Pollard, head teacher/ mental health lead and Linda Walke Joint Mental Health Lead
Equality and diversity in curriculum content	Senior Leadership Team
Equality and diversity in pupil achievement	Senior Leadership Team
Equality and diversity – behaviour and exclusions	Lucille Pollard, head teacher
Participation in all aspects of school life	Senior Leadership Team
Impact assessment	Senior Leadership Team
Stakeholder consultation	Leadership team and governors
Policy review	Chairs of governors
Communication and publishing	Chairs of governors

##### **Commitment to review**

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes.

##### **Commitment to publish**

At Yorke Mead School we will publish information annually ensuring information is accessible to members of the school community and the public who wish to see this.



At Yorke Mead School equality information will be available on the school website.

At Yorke Mead School we will publish copies of our policies and aspects of the curriculum which explore different cultures and promote understanding of different religions.

### Commitment to action

#### Governors will:

- |                       |   |
|-----------------------|---|
| Policy Development    | <ul style="list-style-type: none"> <li>• Provide leadership and drive for the development and regular review of the school's equality and other policies</li> </ul>   |
| Policy Implementation | <ul style="list-style-type: none"> <li>• Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies</li> <li>• Highlight good practice and promote it throughout the school and wider community</li> </ul>  |
| Behaviour             | <ul style="list-style-type: none"> <li>• Provide appropriate role models for all managers, staff and pupils</li> <li>• Congratulate examples of good practice from the school and among individual managers, staff and pupils</li> <li>• Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li> </ul> |
| Public Sector Duties  | <ul style="list-style-type: none"> <li>• Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)</li> </ul>   |

#### Headteacher and the leadership team will:

- |                       |   |
|-----------------------|---|
| Policy Development    | <ul style="list-style-type: none"> <li>• Initiate and oversee the development and regular review of equality policies and procedures</li> <li>• Consult pupils, staff and stakeholders in the development and review of the policies</li> </ul>   |
| Policy Implementation | <ul style="list-style-type: none"> <li>• Ensure the effective communication of the policies to all pupils, staff and stakeholders</li> <li>• Ensure that managers and staff are trained as necessary to carry out the policies</li> <li>• Oversee the effective implementation of the policy</li> </ul>   |
| Behaviour             | <ul style="list-style-type: none"> <li>• Provide appropriate role models for all managers, staff and pupils</li> <li>• Highlight good practice from departments, individual managers, staff and pupils</li> <li>• Provide mechanisms for the sharing of good practice</li> <li>• Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li> </ul> |
| Public Sector Duties  | <ul style="list-style-type: none"> <li>• Ensure that the school carries out its statutory duties effectively</li> </ul>   |
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#### All staff: teaching and non-teaching will:

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|-----------------------|---|
| Policy Development    | <ul style="list-style-type: none"> <li>• Contribute to consultations and reviews</li> <li>• Raise issues with the leadership team which could contribute to policy review and development</li> </ul>  |
| Policy Implementation | <ul style="list-style-type: none"> <li>• Maintain awareness of the school's current equality policy and procedures</li> <li>• Implement the policy as it applies to staff and pupils</li> </ul>   |
| Behaviour             | <ul style="list-style-type: none"> <li>• Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme</li> <li>• Provide a consistent response to incidents, e.g. bullying cases and racist incidents</li> </ul> |
| Public Sector Duties  | <ul style="list-style-type: none"> <li>• Contribute to the implementation of the school's equality scheme</li> </ul>  |

The school operates equality of opportunity in its day to day practice in the following ways:

- **Teaching and learning**

"We aim to provide all pupils with the opportunity to become responsible, caring and respectful members of the community where they understand and respect the beliefs and feelings of others."

- **Admissions and exclusions**

The school follows County Admission Procedures and has adopted the County model policies for exclusion.

- **Equality and staff**

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents
- Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism.

# 5: Engagement – Participation and Involvement

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## Involving our learners, parents/carers and other stakeholders

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We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities, ethnicities, religious beliefs and genders.

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations. Evidence of this engagement will be included in published information showing how the duty has been addressed.

### **Disability**

- Governors review accessibility every 3 years.
- Data analysis each term looks at the comparative achievement of children on the SEN register

### **Gender**

- Staff interview children about learning on a regular basis. For example interview with more able girls about how they feel about maths.
- Data analysis each term looks at the comparative achievement of boys and girls.

### **Race**

- Data analysis each term looks at the comparative achievement of different groups.

### **Community cohesion**

- We have close links with our Children's Centre to identify vulnerable groups in the community.
- School Council meets with other schools to identify common goals. 20/21 The School Council brought ideas back around supporting mental health in children returning to school.
- We are building strong links with the elderly in a local care home.

### **Other**

- Our annual scheme update and 3 yearly reviews will contain a report on stakeholder consultation carried out during the period.
- The school council contribute their views through their meetings.
- The governors send a questionnaire to parents every two years.
- Our children are members of the local Parish Council and attend 2 -3 meetings each year.
- As part of the RE curriculum we will endeavour to have visiting speakers to talk to school from the main religious communities.

## 6: Using Information – Equality Impact Assessments, data and other information

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Evaluating the impact in terms of the outcomes

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### **Equality Impact Assessment (EQIAs)**

EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

- We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.
- We value more qualitative information which may be given to us through a variety of mechanisms. We conduct student voice activities such as anti-bullying questionnaires.
- The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strength and those areas requiring action.

### **Equality Impact Assessment statement**

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan.

Additionally, in Section 4 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be sent to the governors each in the spring term.

### **Performance data**

Attainment in KS1 and KS2 is generally above average. Children's progress is mostly good and there is no significant underperformance by any significant group.

Achievement is good. We are monitoring the progress of pupil premium children, and moving forwards we will have specific focus on the more able children in this group; and on the progress of our children who are looked after or have previously been looked after.

# 7: Our School's Equality Objectives

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## Key priorities for action

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Our equality objective-setting process has involved gathering evidence as follows:

- Termly monitoring of views through pupil, staff and parent voice
- Termly monitoring of the progress and achievements made by girls and boys
- Termly monitoring of the progress and achievements of Pupil Premium children – both the deprivation element and looked after element.
- Termly monitoring of progress and achievements made by SEN children
- Termly monitoring of progress and achievements made by children with English as an additional language
- Termly monitoring of progress and achievements made by children from different ethnic groups
- Gathering pupil and parent voice on the impact of our work

### Equality Objectives

1. Improve the educational provision around black history and the history of other cultures, ensuring positive images and role models are presented for all pupils to aspire to
2. Increase understanding between religious groups and different cultural backgrounds
3. Ensure children eligible for FSM quickly close the gaps in learning that have arisen due to COVID 19 and keep up narrowing the gap between the achievement of free school meal pupils and non-free school meals
4. School staff to be able to apply their increased awareness of the impact of trauma and attachment in children and the impact this has on children's academic and emotional development - especially children looked after or adopted from care. This will be pertinent following the COVID 19 experience and pupils learning to live with the virus in society.
5. Narrow the gap in performance of disabled pupils and pupils with SEND
6. Anticipate the needs of incoming pupils who arrive with little or no English
7. Continue to support the raised attainment in English for boys and attainment in maths for girls
8. Encourage girls to consider non-stereotyped career options

## Achievements to date

### Disability

Soundfield system in all the KS1 and KS2 classrooms, and in the hall  
 Wheelchair access to throughout the school  
 Changing table, with adjustable height mechanism installed  
 Toilets in Nursery classroom and new building with wheelchair access  
 New building fully compliant with DDA requirements  
 Food technology area meets DDA requirements  
 Hearing loop in main office

### Gender

Data analysis each term to review gender gap  
 All curriculum areas promoted for both boys and girls  
 All out of school hours activities open to boys and girls  
 Boys historically have performed better than the national picture at the end of KS2

### Ethnicity

Children and staff share celebrations for all the faith groups in the school

Data analysis each term to review the progress of different groups

Staff employed (including peripatetic teachers) reflect many ethnicities in the school – we are conscious we have not been successful attracting a black staff member and have no black staff member currently .

### Community cohesion

The school has links with the Parish Council and the district council

Children from the school were involved in the planning and design of a local play area with the district council

Staff from local churches contribute to school assemblies

The school encourages parents to engage with the school through curriculum activities

The school meets the core offer for extended schools (see audit) and plays an active role in hosting and publicising extended school activities

A parent support worker is available to support parents. The school also has close links with the Children's Centre located on the school site

The school provides work experience placements for children from local secondary schools and local students undertaking PGCE placements

The school has developed links with Rickmansworth School, which has enriched the music curriculum for some groups of children

The school plays an active part in the local Sports Partnership

### Areas the school has identified as priority areas – and why

Priority	Category	Diversity strand	Background
1. To ensure the school presents positive role models and images of achievements of all cultures, religions and ethnic groups, including a focus on Black Lives Matter agenda within all areas of the curriculum.	SDP priority	Cultural Diversity	The incidents of 2020 and the increased awareness around the 'black lives matter' agenda has resulted in the school evaluating this work beyond the data and looking more deeply at the implicit as well as explicit messages we are giving children through the resources in school, the focus of our work. Our aim is to be more proactive than reactive in the work we do around this target.
2. To support all members of the school community children who demonstrate significant emotional needs that impacts on their behaviours and ability to manage their time in school	School Policy	Mental Health	We are aware that the extended impact of COVID 19 means a greatly increased proportion of the school community (staff, parents and children) have experienced, and continue to experience, trauma at differing levels and anxiety can be high for these people. Key focus needs to be placed on supporting well-being as we return to school and operate under the 'new normal' life with covid. The school also recognises that some children enter school with significant emotional needs resulting from difficulties such as unidentified learning needs, attachments and other factors. These children need the appropriate support to access their learning safely. This is particularly key in early years and through Key Stage One, or for children who join YM during KS2.
3. To ensure Pupils with FSM and PPG make accelerated progress through continual formative assessment for	SDP priority	Financially disadvantaged pupils	This group of children have in previous year achieved at a broad and mixed level. There is concern that the white, FSM children have low aspiration and we struggle to get the engagement of their parents. Whilst good

	learning and individualised approaches to learning.			relationships have been achieved – the next step to their full engagement in learning. Prior to Covid 19 we were able to see improved attendance at school for this group, but once CV19 hit and schools closed maintaining engagement proved extremely challenging. We need to get this back on track and allow the positive steps achieved to develop further now.
4.	To ensure progress of pupils with FSM and PPG, who have additional barriers to learning which maybe SEND, disruptive home lives, multiple settings and other social issues, including EAL, make similar progress to peers.		Financially disadvantaged + all other strands	It is important that we are fully aware of all the barriers our children are facing as we may overcome one barrier only leaving the child facing a huge alternative barrier. Many of our PPG children have multiple barriers and these children need to be a priority for focus particularly given the impact of Covid 19 on their recent experiences.
5.	To ensure all pupils with SEND make good progress and have access to the Teacher frequently – particularly those children working significantly below age related expectations		Disability	Some children with SEN are not making the progress in KS2 that other groups are making in core subjects – these children need more access to the teacher so that their learning and gaps are fully assessed, and next step planning can be securely delivered.
6.	To ensure school is a positive experience for all children including children with a variety of family experiences and makeup.	School Policy	Vulnerable Group	The school has a sizable group of adopted children. These children often face additional emotional needs resulting from early trauma which impacts on their well-being and ability to access learning. Some children in school have parents who are part of the LGBT community and these children need to feel represented in the school community.
7.	To continue to focus on individual cohorts to ensure boys make similar progress to girls in writing, and girls make similar progress to boys in maths.		Gender	The school has placed significant focus on this in previous years and we have reached a point where any differences are cohort/class based rather than generic. This work must not be lost and should continue as part of the pupil progress procedures we currently have in place.
8	To maintain regular review of the accessibility plan	DDA	Disability	Accessibility plan for new building in place and updates required to meet the changing needs of the YM community as they emerge.
9	Policy review	Statutory	All	Include equality aspects in all policy reviews.
10	Stakeholder consultation	Statutory	Disability Gender Ethnicity	Continue with parent questionnaire every 2 years. Establish a working group of parents around each key priority area to ensure we are working with parents and meeting the needs of the group fully
11	Impact assessment	Statutory	All	Ensure consistent reporting to GB and return of statutory proforma to LA and DCSF when required.
12	Communication and publishing	Statutory	Disability Gender Race	We will ensure communications with the school community are accessible and easy to read, update our website to include more explicit reference to our commitment to equality and diversity, tell the school community about equality plane and make appropriate copies available on the website.

## 8: Action Plan

### Making progress on equality issues

Priority issue and objective	Category	Diversity strand	Tasks	Responsibility	Review date
1 To ensure the school presents positive role models and images of achievements of all cultures, religions and ethnic groups, including a focus on Black Lives Matter agenda within all areas of the curriculum.	SDP	Ethnicity	<ul style="list-style-type: none"> <li>Curriculum review by all subject leaders to ensure the content reflects the achievements / experiences of black and other cultures.</li> <li>Audit of books and school resources to ensure all members of the community are represented – classroom audit of displays etc.</li> <li>Planned school calendar to ensure all key events across communities are marked</li> <li>Assembly focus reviewed to ensure all communities are represented and celebrated</li> <li>Establish a parent group to ensure the work we are doing meets the needs of the whole community with a particular focus on the black community in the first instance.</li> </ul>	Subject leaders overseen by DHT	Dec 2020



## **Review/impact assessment notes**

### **Year end 2020-21**

All Subject Leaders reviewed curriculums – Sept 20. Content was adapted to reflect achievements of black and other cultures. **Next Steps: A)To ensure current black and ethnic achievements continue to be acknowledged and celebrated through assemblies, class discussions, project options. B)Continue to look for links within the curriculum – staff meeting time. C)An audit of all explicit black and cultural links to be documented – Deputy Head. D): Following some concerns by parents around some stereotype pictures when using online teaching aids, staff need to ensure all materials have no stereo-typical images and reflects modern cultural societies.**

KS1 and KS2 libraries have been stocked with fiction and non-fiction books reflecting black and multi-cultural stories and biographies. KS2 Pupil voice over the year has shown these books have been well used and popular. **Continue to ensure restocking of books continue to focus on black and multi-cultural authors and achievements. Continue to eliminate any unconscious bias in curriculum by joint collaboration with the Working Committee.**

Key events across communities during this year have been marked by online assemblies. Over the next year, we hope to bring these to life more with a return to assemblies in person. There is a calendar of these events so Leaders know what is coming – **next steps – audit this calendar to ensure all communities are represented – Deputy Head**

A Parent group has been established. This group met via Teams with the Head during the year. The above actions were acknowledged and further actions were identified. **Next Steps: Moving forward; the School would like to see this group take a dynamic lead on moving the school forward further. There was training for staff on “unconscious bias” but this was impacted by COVID staffing issues. This needs to be revisited next year.**

### **Year end 2021-22**

All subject leaders have reviewed their curriculums in view of equality, and this has led to changes being made to reflect our school community and the wider world in which we live. e.g. in English, Year 5 changed their poetry unit to study the work of Maya Angelou and Year 2 changed their Uganda topic to a study of Kenya as they had a child of Kenyan heritage in the class.

Black History Month had a bigger focus this year with daily slides used to celebrate the contribution of Black British people. During the Jubilee celebrations we looked at the contribution that the people of the Commonwealth have made to the UK and the difficulties experienced by this group.

We looked at our existing resources and had a drive to increase them to ensure greater representation of all communities:

- We have increased the wealth of resources that we have which reflect diversity through purchasing books for the school which show diversity.
- We organised a Christmas book appeal where parents kindly donated books- with specific titles chosen as they were diverse.
- The library has also a range of magazines which are purchased at regular intervals aimed at specific groups such as Cocoa magazine

The main events across communities have been marked in assemblies- further work on this will continue in 2022-2023 with a display of key dates on our PEER display board and a key focus on different communities in our 'World' assemblies

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*We have been successful in developed a fledgling parent group to support Yorke Mead in its work on diversity. The aim of the PEER (Promote, Embrace, Educate, Respect) initiative was to develop a parent group to enable all children to have a positive experience at Yorke Mead and to ensure our curriculum celebrates the experiences and contributions of all cultures and communities. The original group was formed in October 2020- but the work was interrupted by COVID. However, this academic year we re-established the group with approximately 20 parents who expressed an interest in joining the group and a smaller working group within that. All parents who have joined the group have been kept informed of our work through minutes which are emailed out after every meeting. This group has been influential in shaping the direction of our general work in school: the parents wanted positive experiences for their children where differences were acknowledged and celebrated. They wanted their children to be part of a more inclusive society in terms of representation for all, regardless of race, disability, family type etc. Pupil voice which was carried out, echoed that pupils also wanted a chance to share more about themselves. The PEER group has a prominent board in school to showcase its work and after the half-termly meetings, it is featured in the weekly newsletter to keep all parents informed of the work that we are doing. This year we made a conscious decision to focus on race equality but we are aware that disability is an equally important area. We aim to make this the focus of our work next year, whilst continuing with the steps in equality that we have developed this year. To promote equality within school, we recognised the importance of making sure that all staff have an understanding of what race equality means. To develop this, we have undertaken 2 whole staff training sessions led by the Hert's Race equality advisor, which explored the language around race and gave us information on how to improve diversity in our school. The work of the PEER group has culminated in Yorke Mead's first ever International Day which was a huge success. It was a positive day in which 14 parent helpers came into classes to run workshops for the children. They ranged from Kenyan dancing to teaching Madarin. The children wore National dress or the colours of a country of choice. It was a great day which allowed children to celebrate a part of their identity which is not always seem in school and all of the children showed great interest and respect when learning about different cultures.*

*Looking forward*

*Next year, we have been successful in securing a place on a course, 'The Great Representation Programme' which is a series of seminars which looks at how to embed diversity at a whole school level. We will also write an anti-racism statement which reflects our aims. We will continue with PEER group meetings in the autumn term- the feedback from parents involved in International Day was very positive and there was a sense that as a group we had been successful in making a number of positive changes including, International Day. Our focus will initially be around Disability Month which is in November.*

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2	To support all members of the school community children who demonstrate significant emotional needs that impacts on their behaviours and ability to manage their time in school	SDP	Mental Health	<ul style="list-style-type: none"> <li>• Ensure all staff trained on the impact of trauma and how COVID 19 is part of this.</li> <li>• Staff supported to manage the ever changing COVID 19 picture and to manage their own emotional responses.</li> <li>• Review pastoral interventions to ensure appropriate support.</li> <li>• Work closely with Pastoral team to ensure new staff appointed are well inducted</li> <li>• Focus interventions on younger children to support positive start</li> <li>• 1:1 staff carefully inducted to new children and supported in process of supporting these children – SENDCO</li> <li>• Monthly review of children in need of support to include teachers and pastoral team</li> </ul>	<p>HT/Mental Health Lead</p> <p>Pastoral Team</p> <p>SENDCo</p>	Termly review
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## **Review/impact assessment notes**

### **Year end 2020-21**

Staff received training on the impact of COVID and the impact of childhood trauma, (revisiting the principles of the ACE's training from previous year). The curriculum placed emphasis on PSHE and acknowledging the worries children had around the Covid situation. Trusted adults became a focus to ensure children could voice their concerns. The Pastoral Team played a vital role this year supporting children with anxieties through check-ins, structured programmes such as Drawing and Talking and making use of the Pastoral Room and the Sensory Garden. Pastoral Team were in constant contact with SLT and Teachers and fed back to parents where appropriate. The school received an unprecedented amount of contact over the year from parents who were concerned about their child's mental health. SLT and The Pastoral Team and Teaching Teams in classes, worked together to ensure good communication around this knowledge to help support children. This may have been just through more frequent check-ins, or playground support via classroom teams, or this may have involved The Pastoral Team. Pastoral Interventions are monitored with SENDCO, who has an overview, and these are discussed regularly with SLT and Pastoral Team. Impact is monitored each half term. This also formed part of pupil progress meetings which were conducted in the Summer term every 3 wks. This had a positive impact on keeping children in mind with regular focus. This meant the focus could be reduced and given to other children in a timely manner. The School Secretary played a key role in encouraging children who were struggling to return to school, but making individual calls and conversations.

### **Next Steps : To continue with this model into 21/22**

Younger children have had SENDCo support, identifying needs early and seeking outside support quickly. In addition, the school took part in a new Early Years Speech and Language intervention. Due to COVID, this was delayed and did not get underway until the latter part of the Spring term. Speech and Language screening identified some vulnerable pupils and other pupils with needs. The programme is intensive and supports 6 children at a time.

### **Next Steps: Ensure children in Yr 1 finish the programme. Ensure Reception staff identify those children in need early in the Autumn term and commence the programme in Autumn .**

1:1 staff have received induction supported by SENDCo and more experienced 1:1 support staff. The impact has been seen in new staff this year being highly effective quickly. E.g. having confidence to take children for frequent brain breaks, knowing their children well and making adaptations independently to help child access and re-focus. Observations by SENDCo and Teachers.

In the Pastoral Team, 2 out of 3 members were new this year. This team has undertaken induction and became effective at managing a heavy timetable quickly and managing the wide variety of needs. They have proved adaptable and able to communicate effectively with SLT, SENDCo, Teachers and parents contributing to managing the many interventions effectively.

It should be acknowledged that all support staff have had to work in a highly adaptable manner, to cover frequent staffing issues due to covid. This has been challenging for some but has become a necessary part of the job. SENDCo has spent an enormous amount of time rescheduling coverage on a daily basis. This may continue to cause pressure in 21/22 and will likely remain a big focus.

### **Year end 2021-22**

Our pastoral team is now a team of two staff who work across the school. This has impacted the capacity but the school has developed support in other ways. A member of the support team has taken on the role of ASD lead. This highly effective staff member is supporting the mental wellbeing of children who have a diagnosis of ASD or the school believes there is evidence of ASD traits that are impacting well-being, We have seen a sharp increase in the number of girls who have a diagnosis of ASD and this staff member is focusing on supporting these children.

All staff receive an annual update on the impact of trauma and attachment as part of the STEPs training; this keeps this fresh in their minds and the positive impact of the work done can be seen in the openness of the children to talk about their worries with staff.

*Much time has been given to children joining Yorke Mead, and at the start of their journey; this means we identify worries quickly and parents/children feel comfortable talking to staff and sharing any concerns. The monthly review with the pastoral team has been difficult to maintain; there has been much staff absence in general and covering this has impacted the meetings. This should be reinstated from September 2022*

***Next steps: Training is booked for all support staff around supporting children’s self esteem and well being so that the children in the class can hear the messages they hear through the support groups.***

***Additional resources from the ‘Talk About’ series have been trialled and will be rolled out across the school to support wellbeing.***

***Reinstate the pastoral staff meeting with MHL and SENCo.***

3/4	To ensure Pupils with FSM and PPG make accelerated progress through continual formative assessment for learning and individualised	SDP	Financial disadvantage	<ul style="list-style-type: none"> <li>• All teachers to have considered the children in their class and the barriers to learning they face.</li> <li>• All teachers trained in developing effective formative assessment strategies – these to be priority of lesson study and observations</li> <li>• Teacher led Catch up 1:1 / small group sessions to replace after school clubs during first term focused on PPG/FSM children</li> <li>• Ensure access to wide and varied curriculum and monitor interventions to prevent these reducing access.</li> <li>• Curriculum focus on engaging activities and cultural capital to enhance the experiences of all groups especially those financially deprived</li> </ul>	Deputy head teacher	Dec 2020
	To ensure progress of pupils with FSM and PPG, who have additional barriers to learning which maybe SEND, disruptive home lives, multiple settings and other social issues, including EAL, make similar progress to peers.					

**Review/impact assessment****Year end 2020-21**

ARE	Reading Sept	Reading Dec	July 21
Year 1	67%	71%	75%
Year 2	29%	70%	69%
Year 3	24%	43%	42%
Year 4	36%	60%	65%
Year 5	34%	55%	56%
Year 6	38%	71%	72%

ARE	Writing Sept	Writing Dec	July 21
Year 1	63%	50%	63%
Year 2	16%	57%	64%
Year 3	17%	28%	35%
Year 4	22%	48%	65%
Year 5	16%	38%	51%
Year 6	30%	66%	75%

ARE	Maths Sept	Maths Dec	July 21
Year 1	78%	71%	74%
Year 2	22%	72%	67%
Year 3	25%	50%	51%
Year 4	36%	62%	67%
Year 5	36%	58%	53%
Year 6	42%	66%	81%

*The Back on Track programme began in Autumn 20. COVID interrupted the in-school process but key messages of the programme were able to be continued with the comprehensive online provision during the second lockdown. All staff received consistent messages at staff meetings (at least 5 over the year) on how to deliver a curriculum that improved learning going into long term memory with a focus on key core skills, using engaging assessment and learning strategies, with a focus on ensuring the majority of pupils return to age related expectations. Pupil voice, book scrutinies, observations and summer data confirms that the Back on Track programme has been successful in creating the tools for children to continue learning despite the second lockdown in the middle. It should be acknowledged that the school offered a comprehensive online provision which allowed the vast majority of children to access learning.*

*Where vulnerable pupils were in school over lockdown, they have continued to learn. **Next Steps: Continue to ensure strategies that support long term memory learning are continued along with engaging teaching strategies. – Deputy Head Continue to ensure consistent quality first teaching across the school – DH, SLT, SENDCo, Phase Leaders***

*Where vulnerable pupils with additional barriers, such as disruptive home lives and some other social issues, who chose to stay at home during the lockdown, data shows that these pupils have not made expected progress in their learning. **Next Steps: A highly individualised approach and focus will be required – these children will be identified in pupil progress meetings with key targets and regular reviews (2 per half term). SLT & Teachers***

*During lockdown intervention focussed on reading for those in school – many of whom were children with additional barriers such as SEND, FSM and PPG. Those children who were in school made expected progress with their reading. Children with barriers, e.g. disadvantaged pupils with multiple barriers, who did not attend school have continued to need focus over the Summer Term. These children have not made expected progress and need a highly targeted approach next year. **Next Steps: Children to be identified and strategies developed that will have a positive impact in a short time. These will be monitored twice each half term.***

*In the Summer term the interventions were impacted by class bubbles and staffing. However, the whole focus over the year had been around quality first teaching – where the Teacher constantly identifies gaps in learning and plans accordingly. One of the most successful strategies in this, was the use of Early Morning Work which focused on Maths and English gaps that had been identified. Over the year, these were differentiated further to support the needs of children working below ARE. **Next Steps: Ensure consistency in KS2 that Early Morning Work addresses gaps for those working 2 steps (or more) below ARE Ensure all interventions, including early morning work, assessment activities are planned across 2 classes and that planning delivery of these matches the needs of the both classes.***

***Continue to identify children and needs in progress meetings and review regularly. (2 pr half term) SLT & Teachers. Be mindful of intervention times and frequency to ensure children have access to all curriculum.***

**Next Steps: Teaching & Learning: Continue to ensure learning is embedded through strategies used in Back on Track this year.**

**: Individual focus on those children who are not back on track**

**: Ensure curriculum allows higher attainers to demonstrate the knowledge & understanding so they are back on Track**

**Responsible: SLT, Phase Leaders, Teachers.**

### **Year End 21 22**

*Back on track has continued to have a positive impact on more children attaining ARE in most areas. Following a focus on higher attaining children, there is evidence that more children are moving to higher attaining bands. NQTs have been mentored to ensure they are quickly up and running in The Yorke Mead way using the back on track strategies and they have had a strong start ensuring progress of children has continued to be positive. Pupil voice has shown a good degree of engagement in learning with pupils finding learning fun and enjoying the practical sides to learning, including experience days.*

*The change to pupil progress meetings has continued to show benefits in terms of focus for identified children, and this will remain a strategy. Where there are areas of less positive progress to ARE, this is mainly due to the needs of the cohort of children, or the significant movement of children in and out of the school, which has impacted the data.*

*Writing has shown positive progress for most children. Stamina is back and the focus has been developing independent writers. We still see poor phonic awareness limiting the progress of some children and this will be a focus with the systematic introduction of a new phonics scheme in 22/23.*

#### **Next Steps::**

*Focus on the attainment and progress of vulnerable children and children with SEND in writing*

*Ensure barriers to reading using phonics are reduced ensuring less children fall behind ARE by KS1 and in KS2*

*Ensure interventions for phonics in KS2 reduce barriers to writing attainment in KS2*

*Focus on children working towards in the core areas*

*Focus on children whose progress is less than positive*

*Children in receipt of Pupil Premium funding (in addition to children who we consider to be disadvantaged) continue to be a focus, with teachers and support staff having a deep understanding of this group of children's needs. Our group of Pupil Premium children are a focus of discussion during our monthly Pupil Progress Meetings where staff discuss successes and clear next steps.*

*in order to accelerate progress and to support this group of children to catch up with their peers, children who are in receipt of pupil premium funding are prioritised for: reading (individually, double dipped in Guided Reading and where needed, reading fluency interventions); the school's tutoring programme (for maths and phonics) and interventions such as pre-teach, core skills in maths and immediate interventions. Particular strength can be seen in the children's reading progress, where all of the strategies are beginning to have an impact.*

*Teachers are drilling down to understand the learning challenges for individual children and adapt planning and teaching to overcome these. For example, revision starters, use of coloured backgrounds on the interactive white board; seating plan in the classroom, adult support, peer support, sentence starters, word banks, brain breaks etc. Our pastoral team continue to work closely with our disadvantaged children, checking in regularly with them.*

*We continue to broaden the children's cultural capital experiences by prioritising school club spaces and inviting children who do not take part in a club to do so. If needed, families are supported financially with the cost of trips.*

*We understand the importance of positive relationships with parents and work hard to communicate with parents who have poor engagement with the school – the school secretary seems to be a way in, building trusting relationships with these parents – also helping to improve attendance.*

*The Pupil Premium Lead has completed her first year of 'champion groups'. The children feel valued and have a voice. They understand the purpose of the meetings and stronger relationships are being made between the children and the lead (need to complete a pupil voice)*

	% ARE+ (Y1-Y5)
Reading	40% 12/30
Writing	40% 12/30
Maths	37% 11/30

Children are typically making one step of progress each term, with the exception of children who have many learning challenges and who are SEN, who continue to have additional learning and pastoral support. *KS1 remains more positive for progress; KS2 will remain a focus going forwards, where less children are working at the age related expectation.*

Progress in maths is less effective than progress in reading, reflecting the increased focus put on reading for these children.

#### *Next Steps:*

- *To raise the percentage of children who are working at ARE+ in Reading, Writing and Maths.*
- *To continue to work with pupils as individuals not as a group*
- *To work with children and parents to offer and encourage every PPG child a school, club place.*
- *To continue with and build upon the 'Champion' groups*
- *To support every class with a £200 donation (FOYM) towards school trips, lowering the costs during the cost of living crisis.*
- *Support children in KS2 to close gaps between their non-PPG peers*
- *PPG lead to complete a pupil voice around the champion groups.*



5	To ensure all pupils with SEND make good progress and have access to the Teacher frequently – particularly those children working significantly below age related expectations	SDP	SEND	<ul style="list-style-type: none"> <li>• Ensure access to wide and varied curriculum and monitor interventions to prevent these reducing access.</li> <li>• Targeted support and effective differentiation of learning</li> <li>• Small step target planning with key</li> </ul>	SENDCo	<p>Half-Termly</p> <p>Full review April 2020</p>
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**Review/impact assessment notes****Year end 2020-21**

*Work on effective differentiation has taken place through the work done around effective quality first teaching. Pupil voice tells us that pupils acknowledge the benefits of differentiated tasks in core subjects. Where this requires further work is around meeting the needs of children who are working considerably below the demands of the class. Next Steps: Teachers to plan effectively for individuals working well below ARE – Supported by SLT and SENDco*

*This year we have continued to address differentiation in foundation areas. **Next Steps: We need to build on this and continue to plug gaps so that there is effective differentiation and scaffolds for those working considerably below class level in all areas and in every task that requires this. .- SENDCo, Teachers,***

***The removal of class bubbles allows Teachers to plan interventions across year groups to plug gaps in core learning skills. SENDco and SLT to monitor impact.***

***Through Monitoring – Interventions should be seen to have an impact in a short amount of time. SENDco & SLT & Teachers***

**Year end 2021-2022**

*Work has taken place to ensure that reasonable adjustments and effective differentiation is taking place across the whole curriculum. Subject leads have created documents to support staff with ideas on how to support children with SEND to access their subject e.g. use of laptop/ specialist equipment.*

*Regular pupil progress meetings are highlighting those children that are not making progress, this gives opportunity for discussions about which interventions and support will take place in the upcoming weeks.*

*The shift to using immediate interventions have prevented children from missing out on the wider curriculum. Interventions are fluid and half termly.*

*Continued used of external agencies have supported staff to differentiate and plan for those children working considerably below aged related. Resources such as Jane Constantine are being used to scaffold learning for all children.*

**Next steps:**

*Provision maps to be incorporated into pupil progress meetings. This will allow all staff (TA's to attend where possible) to know which children are receiving extra support.*

*All children to have the same learning objective, staff to monitor that all children are working towards the learning objective through differentiated tasks.*

6	To ensure school is a positive experience for all children including children with a variety of family experiences and makeup.	SDP	All	<ul style="list-style-type: none"> <li>• Ensure access to resources that reflect the experiences of the whole community.</li> <li>• Ensure training supports staff to manage and be able to discuss confidently a range of personal experiences and situations</li> <li>• Regular pupil voice opportunities to be built into the monitoring schedule</li> <li>• Engage parents to ensure we are meeting the needs of specific groups effectively and to encourage joint working</li> </ul>	DHT PSHE lead Pastoral Team	On going
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## **Review/impact assessment notes**

### **Year end 2020-21**

*The school has made efforts this year to reflect in the curriculum and through texts, the lives and achievements of the whole community. The school recognises that this is only the beginning and that this will continue, with a focus around the Black Live Matter agenda. The working committee will continue to help move the school forward by identifying the support required to ensure the school reflects and offers opportunities relevant to all the community.*

**Next Steps: Parent Committee to agree Action Plan for 21/22. School to return to staff training on unconscious bias.**

*The school has continued to ensure that pupil voice is heard regularly to help understand consistency in delivery of the curriculum and The Yorke Mead Way. This has helped the school identify pockets of inconsistency and address these.*

*Communication over the year over the ever-changing rules around COVID have been consistently communicated to staff in a timely manner, even when the school has received very short notice about changes. All staff have had many points where they have been able to discuss their concerns with The Head or The Business Manager and where adjustments and reassurances around the safety measures in place can be discussed. Working patterns for extremely clinically vulnerable staff and clinically vulnerable members, have been adjusted in accordance with government guidance.*

*Training opportunities for staff have continued throughout the year, some via the National College which provides CPD suitable for non-teaching and teaching staff. Other training has been Herts for Learning through online platforms and via the school Teams system led by different SLT members which has enabled staff to continue CPD throughout the year. This also allowed staff isolating to continue with training opportunities.*

**NEXT STEPS: To ensure COVID measures do not discriminate training and access opportunities for staff who are clinically extremely vulnerable.**

**To ensure training for all staff is relevant to the School Development Plan and will enhance learning and opportunities for all adults and pupils.**

### **Year end 2021-22**

*A key event this year was the International Day that allowed a celebration of those places around the world where families have a connection to. This highly successful day allowed all children to share their culture and heritage. In addition to these events, black history month had a far greater focus this year and diversity in general has been more widely shared and celebrated. As part of PSHE we have ensured images of all types of families are included. Whilst this has resulted in some anxiety for some families, it has opened the conversations and helped to address the parents worries and support continuation of moving forward with the process of equality and the celebration of all groups.*

*Pupil voice has continued and supported the development of the school's work and moving forwards. Parents have had the opportunity to take part in a workshop around diversity and children have also shared their experiences; both of which have been very positively received. This was a starting point this year and ensuring we mark these key events on an annual basis will be important for the development and progression of this target.*

**NEXT STEPS: Plan ahead for the celebration of neurodiversity, key religious events and positive images of all groups**

**Widen the parent engagement activities and workshop events**

7	To continue to focus on individual cohorts to ensure boys make similar progress to girls in writing, and girls make similar progress to boys in maths.	SDP	Gender	<ul style="list-style-type: none"> <li>Track and monitor the attainment and progress of boys and girls as part of the pupil progress reviews</li> <li>Plan targeted positive interventions to address any arising issues for cohorts or groups</li> </ul>	Senior Leaders	Termly
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### Review/impact assessment notes

#### Year end 2020-21

At Yr 6, girls achieved better than boys in Reading. However, across the school the picture is not the same, and in some year groups, boys are achieving better than girls in Reading. Writing shows a more consistent picture of girls achieving higher than boys. **NEXT STEPS** Ensure engaging opportunities are taken to involve boys in writing. Focus on developing vocabulary through work in English and through speaking opportunities in other areas of the curriculum.

#### Year End 21 – 22

There has been positive progress in the progress of boys and writing, particularly at KS1. In KS2 less boys are making negative progress than girls. This positive impact needs to continue. The use of models in structuring sentences and use of vocabulary, appears to be having a positive impact for all and boys. In Maths, Boys continue to make better progress than girls in most cohorts. This will need a focus moving forward. There has been some improvement in girls achieving higher attainment in maths, but this remains an area of focus.

#### **NEXT STEPS:**

Ensure girls make similar progress to boys in Maths.

Improve attainment of girls in Maths at ARE and higher attainers through ensuring they make positive and accelerated progress from starting points.

8	To maintain regular review of the accessibility plan	DDA	Disability	<ul style="list-style-type: none"> <li>School business manager to maintain the accessibility plan keeping positive eye on the changing needs of the YM community.</li> </ul>	School Business Manager	On going
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### Review/impact assessment notes

#### Year end 2020-21

Ongoing by the School Business Manager

#### Year End 21 – 22

The Accessibility Plan was reviewed by the Resources Committee in November 2021. The plan was updated following advice during a SEND brokerage visit. The action plan for the coming year includes investigating alternative resources for children with specific learning difficulties e.g dictation tools for dyslexia, the use of iPads/Apps to support SEN and baseline assessments for EAL pupils and improved access to generic and specific EAL resources.

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9	Policy review	Statutory	All	<ul style="list-style-type: none"> <li>Continue to ensure annual review of policy and reporting of impact assessments.</li> </ul>	Leadership team	Ongoing
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**Review/impact assessment notes**

**Year end 2020-21**

*There is a coherent plan and calendar in place which sees policies diarised for review by Head, SLT and Governors.*

*The Clerk of Gobs sets out the policies to be reviewed each year in September and plans them in the meetings throughout the year.*

*Adjustments are made to reflect current practice and updates in guidance from government and Herts Country or to improve efficacy and working practices.*

**Year end 2021-22**

*As policies are reviewed there is now a much greater emphasis on ensuring these policies reflect the different need of all groups of people. The governing body is an increasing diverse group, with a voice for all groups. The body includes parents of children who have been adopted, children with SEND as well as parents neurotypical children. Cultural diversity on the governing body is wide and this supports the work we are doing.*

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10	Stakeholder consultation	Statutory	Disability Gender Ethnicity	<ul style="list-style-type: none"> <li>Ensure consultations with all stakeholders include diversity strands.</li> <li>Conduct more detailed questionnaire during parent evening every 2 years</li> </ul>	Governors	Ongoing
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**Review/impact assessment notes**

**Year end 2020-21**

*The school continues to seek the views of a diverse community. The school supports a high number of pupils with diverse needs and this necessitates the school to have effective communication with many outside agencies supporting children and families. This is mainly through the work of the SENCo. County recognises the school for the work that it does in supporting children very effectively with many needs in much higher numbers than other local schools.*

*The school will continue to identify needs early to support the best outcomes for children with diverse needs.*

*The school has changed its uniform policy to reflect equal opportunities for all genders. One boy has from time to time, chosen to wear a dress.*

*This year, parents have been consulted regularly to ascertain the needs of children and families during and after both lockdowns. The outcomes demonstrated parents were very grateful for the frequent communication from the Head and for the effective online provision for the children.*

***NEXT STEPS: To ensure all communication now goes via online communication – Teams or text messaging – in response to parents not always finding paper communication in book bags***

**Year end 2021-22**

*Consultation with parents has strengthened this year with the introduction of the PEER group, led by Mrs Feldman and Mrs Arora. Whilst a key focus has been cultural identity, plans have begun to think about disability and wider aspects of protected characteristics. The aim is to ensure the strong presentation of all groups in a positive manner. Parent questionnaires support the gathering of all parents points of view and help us to know any potential barriers we may face in the work we are doing as well as giving clear representation of the views of all parents. As part of changes planned this year we are looking to adapt the school meals system; this will support working parents and also help provide support for those who may struggle in the current economic climate.*

11	Impact assessment	Statutory	All	<ul style="list-style-type: none"> <li>Ensure consistent reporting to GB and return of statutory proforma to LA and DCSF when required.</li> </ul>	HT and leadership team.	Ongoing
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**Review/impact assessment notes**

**Year end 2020-21**

*Reviewed by Head, SLT and Governors in the appropriate time. Planned on annual calendar for future year to ensure Governors have opportunity to discuss and review.*

**Year end 2021-22**

*No change- process continues as above. In addition we have improved the reporting around safeguarding matters by increasing the face to face discussion and reflections to a termly meeting.*

12	Communication and publishing	Statutory	Disability Gender Ethnicity	<ul style="list-style-type: none"> <li>• Ensure communications with the school community are accessible and easy to read,</li> <li>• Update our website to include more explicit reference to our commitment to equality and diversity,</li> <li>• Tell the school community about equality plan and make appropriate copies.</li> <li>• Investigate service for translating documents into other languages</li> </ul>	HT and GB	On going
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### **Review/impact assessment notes**

#### **Year end 2020-21**

*Communication with parents has moved to online only. This step was made as parents were missing information that was communicated through letters in book bags.*

*The School Prospectus will be updated for 21 22 to reflect greater diversity, including reference to the parent committee that is currently working with the school on promoting equality and ethnicity, and detailing where to access the Equality Scheme online.*

#### **Year end 2021-22**

*Communication has been streamlined so that the weekly newsletter is the main form of communication; a one stop shop to make finding the information easier for the parents. In addition, the school website has been developed and is now much more accessible for parents. TEAMS continues to be used for KS2 home learning, which allows parents more access to the work the children have been set, and year group emails and Twitter pages give greater information about the learning taking place.*

**NEXT STEPS:** *Class teachers to set the dates of any key events at the start of the school term to give more notice to parents.*